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ABSTRACT

This model evaluation program was developed to help marketing education teachers in Missouri to evaluate their courses and plan improvements. Following an explanation of the rationale and nature of the evaluation, the guide consists of six sections: (1) a marketing education course enrollment summary form and directions for completing the information required; (2) instructions for planning and conducting a student follow-up study, including sample letters and a follow-up instrument; (3) instructions for planning and conducting an employer survey, including a sample letter and evaluation instrument; (4) a marketing education internship (cooperative education) summary form; (5) a marketing education program school summary form; and (6) a model end-of-the-year evaluation report. (KC)

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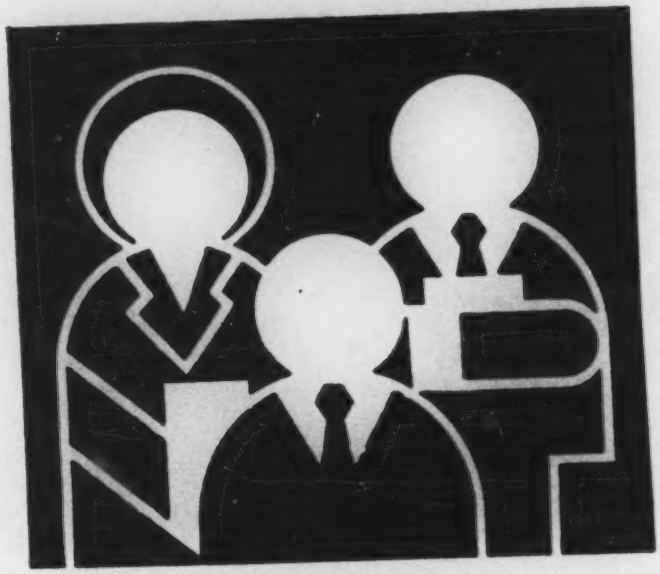
MISSOURI MARKETING EDUCATION PROGRAM EVALUATION GUIDE



Missouri Department of Elementary and Secondary Education
Division of Vocational and Adult Education
Marketing and Cooperative Education Section

University of Missouri-Columbia
Department of Practical Arts and Vocational -Technical Education
Marketing Education Program

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MARKETING EDUCATION EVALUATION PLAN

Project Number: 91-133-110-10

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June 30, 1991

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MARKETING EDUCATION PROGRAM EVALUATION

Program evaluation is the task of making judgments about the worth or value of a Marketing Education program. It primarily involves determining the extent to which previously established program objectives are being or have been attained.

The fundamental reason for evaluating Marketing Education programs is to seek program improvement. Educators have an obligation to insure that the educational process will deliver what is specified in the program objectives. In addition, when state and federal funds are expended, the need exists for local evaluations to obtain evidence of accomplishment and justification for the dollars spent.

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 stipulates the following in regard to program evaluation under Title I, **Section 117. Program Evaluation and Improvement:**

(a) **ANNUAL EVALUATION.**--Each recipient of financial assistance under part C of title II shall annually evaluate the effectiveness of the program conducted with assistance under this Act based on the standards and measures (or modifications thereto) developed as required by section 115. As part of each such evaluation, each such recipient shall--

(1) review programs, with the full and informed participation of representatives of individuals who are members of special populations, to--

(A) Identify and adopt strategies to overcome any barriers which are resulting in lower rates of access to vocational education programs or success in such programs for individuals who are members of special populations; and

(B) evaluate the progress of individuals who are members of special populations in vocational education programs assisted under this Act; and

(2) evaluate the progress of vocational education programs assisted under this Act in providing vocational education students with strong experience in and understanding of all aspects of the industry the students are preparing to enter.

(b) **LOCAL PROGRAM IMPROVEMENT PLAN.**-- Beginning not less than 1 year after the implementation of the provisions of section 115, if any recipient described in subsection (a) determines that the recipient is not making substantial progress in meeting the standards and measures developed as required by section 115,such recipient shall develop a plan, in consultation with teachers, parents, and students concerned, for program improvement for the succeeding school year. Such plan shall describe how the recipient will identify and modify programs funded under part C of title II, including--

(1) a description of vocational education and career development strategies designed to achieve progress in improving the effectiveness of the program conducted with assistance under this Act; and

(2) if necessary, a description of strategies designed to improve supplementary services provided to individuals who are members of special populations.

(c) **STATE AND LOCAL JOINT PLAN.**--If, after 1 year of implementation of the plan described in subsection (b), sufficient progress in meeting the standards and measures developed as required by section 115 has not been made, the State shall work jointly with the recipient and teachers, parents, and students concerned to develop a plan for program improvement. Each such plan shall contain--

(1) a description of the technical assistance and program activities the State will provide to enhance the performance of the eligible recipient;

(2) a reasonable timetable to improve the school performance under the plan;

(3) a description of vocational education strategies designed to improve the performance of the program as measured by the evaluation; and

(4) if necessary, a description of strategies designed to improve supplementary services provided to individuals who are members of special populations.

(d) **FURTHER ACTION.**--The State shall, in conjunction with the eligible recipient, annually review and revise the joint plan developed under subsection (c) in order to improve performance and will continue to do so each consecutive year until the recipient sustains, for more than 1 year, fulfillment of the State and local standards and measures developed under section 115.

Yearly Local Evaluation

A conscientious Marketing Education teacher who wants to improve his/her program should conduct a yearly evaluation of the program on the minimum standards and measures. It is usually necessary to collect three general categories of data for the Marketing Education program evaluation; demographic data, process data, and product data.

Demographic data include background information about the students, teacher, and school. Process data include information about aspects of the education process that may influence student outcomes. Product data include information about the effects of the Marketing Education program on its product--the student.

The types of demographic data that should be obtained include:

1. Student demographic data, including grade point average, courses taken, attendance, address and placement records.

2. Teacher demographic data, including years of occupational and teacher experience, and educational preparation.

3. School demographic data, including enrollment in classes, average daily attendance, and program offered.

Process data can be obtained from the records that are available to the Marketing Education teacher. These include:

1. The teaching learning process and procedures

2. Curriculum (course of study)

3. Learning resources and supplies available

4. Mastery of course competencies

Product data is gathered from two sources. One source is from a student follow-up study. Former students of the Marketing Education program are in a unique position to comment on how well the program prepared them to enter and advance in the work force and/or to further their education. Follow-up studies should be conducted approximately one year and three years after the students' departure from the program.

The second source of product data is a survey of employers who have employed graduates of the Marketing Education program. Employers who have hired graduates of the program are in a unique position to comment on the strengths and weaknesses of the training students have received.

To assist the Marketing Education teacher in conducting a local yearly evaluation and in meeting the requirements of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 regarding local program evaluation, a model evaluation program has been developed. This model evaluation program contains the following documents to assist the Marketing Education teacher:

1. Marketing Education Course Enrollment Summary Form and directions for completing the information required

2. Planning and Conducting a Student Follow-up study including sample letters and follow-up instrument

3. Planning and Conducting an Employer Survey including sample letter and evaluation instrument

4. Marketing Education Internship (Cooperative Education) Summary Form

5. Marketing Education Program/School Summary Form

6. Model End-of-the-Year Evaluation Report

In addition, the local Marketing Education teacher may wish to include additional materials, data, and documentation on the local Marketing Education program to enhance the year-end evaluation report.

MARKETING EDUCATION COURSE ENROLLMENT SUMMARY FORM

INSTRUCTIONS FOR COMPLETING:

1. Print or type last name first, first name and middle initial, street address, rural route or P.O. Box on the roster at the time the student officially enrolls in the course.

2. Enter the grade level of the student at the time the student officially enrolls in the course.

PERSONAL DATA

3. Enter personal data for each student at the time they officially enroll in the course by placing an "x" in the appropriate column.

ETHNICITY: W = White B = Black H = Hispanic O = Other
GENDER: M = Male F = Female

4. If student is classified as **disadvantaged (D)**, place an "x" in the appropriate column; if a student is classified as **handicapped (H)**, place an "x" in the appropriate column; if the student is classified as any **other (O)** type of special population, place an "x" in the appropriate column.

Definition of disadvantaged: Individuals (other than individuals with handicaps) who have economic or academic disadvantages and who require special services and assistance in order to enable such individuals to succeed in vocational education programs. Such terms includes individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary schools.

Definition of handicapped: Any individual with any disability (as defined in section 3(2) of the Americans With Disabilities Act of 1990).

Other may include: Single Parent--an individual who is (a) unmarried or legally separated from a spouse; and (b) (i) has a minor child or children for which the parent has either custody or joint custody; or (ii) is pregnant. Special Population--individuals who participate in programs designed to eliminate sex bias and individuals in correctional institutions.

COURSE DATA

5. Under course data, indicate the status of the student at the end of the academic year by placing an "x" in the appropriate column. There must be one entry for each student, either **completing the course** or **school leaver** (it is suggested that the date the student left the course be entered in the school leaver column).

FOLLOW-UP DATA

6. Under the follow-up data, indicate the initial status of the student by placing an "x" in the appropriate column.

   Employment Category: The student may be either **"employed full-time (FT)"** or **"part-time (PT)"** If the student is employed in a marketing related position, enter an "x" in that column and indicate the type of position the student is employed as within the industry.

   Further Education Category: The student may be either attending a **"2 year" or "4 year"** institution. If the student is furthering their education, indicate whether or not their area of study is marketing related by entering an "x" in the appropriate column.

   Armed Forces Category: The student may have entered the **"armed forces".** Indicate this employment mode by entering a "x" in the appropriate column.

   Not Applicable Category: The student does not "fit" any of the above categories or the student was not able to be located for follow-up purposes. Indicate this category by placing an "x" in the appropriate column.

SUMMARY DATA

7. Sum totals for each column on each page utilized per course.

8. Total all courses for summary data for evaluation report.

MARKETING EDUCATION COURSE ENROLLMENT SUMMARY FORM FOR 19 - 19

STUDENT NAME STREET ADDRESS CITY AND ZIP CODE	GRADE LEVEL	PERSONAL DATA									COURSE DATA		FOLLOW-UP DATA								
		ETHNICITY				GENDER		SPECIAL NEEDS					EMPLOYED				FURTHER EDUCATION			ARMED FORCES	N/A
		W	B	H	O	M	F	D	H	O	COMPLETED COURSE	SCHOOL LEAVER	FT	PT	MKT REL	POSITION	2 YR	4 YR	MKT REL		
TOTALS FOR THIS PAGE																					

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PLANNING AND CONDUCTING A STUDENT FOLLOW-UP STUDY

The focus of most program improvement efforts should be on the product, or the outcomes of the Marketing Education program. This emphasis demands that we look at the former students of the program to help us determine its effects. One excellent way of securing information about former students is to conduct a follow-up study.

What Is a Follow-Up Study?

A follow-up study is a procedure for collecting pertinent data from or about individuals after they have had similar or comparable experiences. It is important to remember that "follow-up" implies the collection of data about something which has already taken place. In other words, students are asked to look back and consider how the the Marketing Education program either prepared them or failed to prepare them for their future work or educational endeavors.

It should be noted that follow-up studies do not provide all the answers needed for evaluating Marketing Education programs. They are, however, one important component of a larger design for evaluating the total educational endeavor.

Why Conduct a Follow-Up Study?

Generally, a follow-up study is used to obtain information about the extent to which the objectives of the Marketing Education program are being met. Follow-up studies serve a very useful purpose in eliciting reactions from former students about how well the Marketing Education program prepared them for career-sustaining employment or further education.

Some of the major reasons for conducting follow-up studies are as follows:

- To determine the number and types of employment which former students entered locally and regionally on a part-time or full-time basis.
- To learn the extent to which former Marketing Education students have made use of their vocational education.
- To discover the extent of the mobility among former students.
- To determine how the Marketing Education program or teacher could be of further assistance to the former students relative to counseling, placement, and/or education.

- To discover the extent to which former students are taking advantage of available postsecondary and adult educational opportunities.

It should be remembered that information obtained from follow-up studies has some limitations because the respondents generally have a limited knowledge of alternatives, and each respondent reacts from a different frame of reference. One important factor to keep in mind is that respondents will be reacting to the Marketing Education program as they knew it. If changes have been made since the former students left the program, they may be unaware of them. Hence, the interpretation of data and comments from students must take these changes into account.

Determining the Follow-Up Procedure

The mail questionnaire is the most frequently used approach. The problem of non-respondents, however, is a major shortcoming of this questionnaire procedure. Several research studies have revealed that students in the lower percentile of their class tend to return a lower percentage of questionnaires than students in the top percentile of their class.

If the evaluation effort is to be successful and valid, feedback must be secured from all whom the Marketing Education program is designed to serve and not just the successful graduates. Therefore, it is very important that all former students be made to feel that they are valuable members of the group.

One approach to conducting follow-up studies which has proven successful is the interview, conducted either in person or by phone. Personal interviews are probably the most desirable kind of follow-up, however, they can be very expensive and require a great amount of the teacher's time.

The telephone interview can be effectively used. You are more limited in the amount of information which can be obtained, but the telephone interview may be the only workable procedure for some segments of the population. Often, a combination of mail questionnaires and personal interviews with a sample of non-respondents is used.

Determining the Group to Follow-Up

Former students being surveyed should have been out of school a sufficient length of time to be able to reflect on the relevance and helpfulness of their previous educational experience. The Marketing Education student who graduates in the spring of the school year should be surveyed during the early part of the following fall semester. This provides the graduate time to have established themself in either employment or further education.

It must be remembered, however, that the longer former students have been out of school, the greater problem they will have in separating the value of their formal education experience from the influence of other educational activities. Also, the longer they are away from school, the less valid their judgments about the current Marketing Education program are likely to be.

Procedures for Conducting the Follow-Up

A technique which is gaining popularity is to send a card or letter to the former student prior to mailing a follow-up questionnaire. The purpose of this card or letter is to alert the former students that they will soon be receiving an important questionnaire which they are urged to complete and return as soon as possible.

The following mailing pattern is suggested at two-week intervals:

- First mailing--"alert" card (see Sample 1)
- Second mailing--follow-up questionnaire, cover letter, and return envelope--stamped and addressed (see Sample 2)
- Third mailing--second request follow-up questionnaire, second cover letter, and return envelope--stamped and addressed (see Sample 3)

The cover letter should be printed on school letterhead and should be signed by the Marketing Education instructor. It is harder to resist a letter that has been personally addressed and signed than it is to resist a greeting from a computer.

A stamped, self-addressed envelope should always accompany the follow-up instrument and cover letter.

Timing is important in conducting a follow-up study. There is a slight preference for the early part of the week; mailings should be at times so that items arrive on Monday or Tuesday. Avoid periods of "stress" such as the middle of April, vacation times, holidays, etc.

When using a multiple mailing approach, it makes sense to use a different strategy on the first and second mailings. Some people are early-in-the-week performers, others late-in-the-week performers. If you tried to reach them early in the week on the first mailing, try for an end-of-the week arrival on a subsequent mailing so the letter arrives on Friday or Saturday. Remind respondents of the date by which the questionnaire should be returned. It is recommended that the respondents be given a two-week period in which to return the follow-up questionnaire.

Cover letters should be printed on letterhead and envelopes should have a return address with which the former students can easily identify. The physical appearance of the materials sent to former students should be of professional quality and designed to arouse interest.

Locating Former Students

One of the most difficult problems often faced in conducting a follow-up study is locating the former students. One of the best methods of maximizing returns is the advance orientation of students who will be asked to respond to questionnaires at a later date. Before students leave your Marketing Education program, tell them that they will be receiving a follow-up questionnaire through the mail during the fall of the year. Discuss with the students why this is being done. If at all possible, review the questionnaire with them so they can raise any questions they may have.

There are a number of methods which can be used to secure the addresses of former students. Some of these methods include--

- Writing "Please Forward" on announcements and questionnaires.
- Sending self-addressed change-of-address cards to parents of non-respondents so the parents can provide the current address.
- Checking the city directory at the public library.
- Checking area telephone directories.
- Asking help from other students who are still in school.

Reporting Student Follow-up Data

The Marketing Education Course Enrollment Summary Form can be utilized for reporting student follow-up data. Refer to the directions for utilizing this form. Data can then be transferred to the Marketing Education Program/School Summary Form and data utilized in the year-end report submitted to local school officials.

SAMPLE 1: ALERT LETTER

(School Letterhead)

DATE

Name
Address
City, State, Zip

Dear _____ :

In the near future, you will receive a questionnaire concerning your experiences since leaving our school. I would like to request your cooperation in completing and returning the questionnaire. It is designed to aid in improving our Marketing Education program for the future. Your responses to the questions will be of tremendous aid to us and to the students now enrolled in the program. Your answers will be kept in strictest confidence.

I look forward to getting your response!

Sincerely,

Marketing Teacher-Coordinator

SAMPLE 2: COVER LETTER

(School Letterhead)

DATE

Name
Address
City, State, Zip

Dear _____ :

Each year the faculty and administration of _____ (High School or AVTS) asks our graduates to evaluate the Marketing Education program.

As a graduate of the Marketing Education program, I am asking you to participate in a follow-up study. We are trying to determine the current status of our graduates and to solicit your input as to how we can make the Marketing Education program better.

You can make a tremendous contribution to the future improvement of the program by completing and returning the enclosed survey. The information which you will supply will be treated in strict confidentiality.

Please take a few minutes to complete this form and return it to me in the stamped, self-addressed envelope that is also enclosed. Could I have your response back by _____.

Thank you for your help and if I can be of any assistance to you, please feel free to call upon me.

Sincerely,

Marketing Teacher-Coordinator

Enclosure: Follow-up Survey
Mailing Envelope

SAMPLE 3: SECOND REQUEST COVER LETTER

(School Letterhead)

DATE

Name
Address
City, State, Zip

Dear _____ :

The response to our request for information from former students of the Marketing Education program has been most gratifying. The return questionnaire are being analyzed and I hope to have the report completed in a few weeks.

Perhaps the first questionnaire we sent to you has been mislaid, so I have enclosed another for your convenience. I hope to have all of our former students respond so that the information will be as complete as possible.

Please use the enclosed stamped, self-addressed envelope to return the completed questionnaire today. Thank you for your cooperation!

Sincerely,

Marketing Teacher-Coordinator

Enclosure: Follow-up Survey
Mailing Envelope

STUDENT FOLLOW-UP QUESTIONNAIRE

DIRECTIONS: Please complete all sections of this survey. When you have completed the survey return it in the enclosed return addressed, stamped envelope. All responses are held in strict confidentiality.

Personal Data

Name: _____

Mailing Address: _____

_____ _____

Home Telephone: ( ) _____

Employment History

1. Are you currently employed:

   _____ FULL-TIME (30 hours or more per week)
   _____ PART-TIME (Under 30 hours per week)
   _____ NOT EMPLOYED AT THE PRESENT TIME

2. If you are employed either part-time or full-time, please indicate the name and address of the firm and your position within the firm.

   Name of Firm you are presently working for: _____

   Address: _____

   Supervisor's name: _____

   Job Position: _____

3. How satisfied are you with your current position?

   ( ) Very satisfied ( ) Satisfied ( ) Not satisfied

4. What is your pay scale (per week)?

   ( ) under $100/week ( ) $101-150/week ( ) over $150/week

Education History

5. Are your currently attending a post-secondary institution (college or university, community college, or private institution)?

   ____ FULL-TIME STUDENT
   ____ PART-TIME STUDENT
   ____ NOT CURRENTLY IN SCHOOL

(continued)

6. If you are attending school either full or part-time, please indicate the name of the institution and your current major or emphasis area.

   Name of Institution: _____

   Major or Emphasis Area: _____

7. Please indicate the type of diploma you expect to receive and your anticipated graduation date:

   ___ Certificate ___ 2-year Associate Degree ____ 4-year College Degree

   Expected date of graduation: _____

OTHER INFORMATION:

8. If you are not either currently employed or attending school, please indicate your current status: _____

9. What topics of the Marketing program were the most beneficial to you?

   _____

   _____

10. What should be emphasized more or added to the Marketing curriculum (what was taught in the class)?

    _____

    _____

11. How has the Marketing class/classes or training helped you in either business, education, or personal use?

    _____

    _____

12. What part of the Marketing Program do you feel was not worthwhile or should be changed?

    _____

    _____

13. Other comments you wish to make: _____

    _____

    _____

Thank you for your assistance. Please enclose this questionnaire in the self-addressed stamped envelope and mail today!

PLANNING AND CONDUCTING AN EMPLOYER SURVEY

An employer survey can provide valuable information to the Marketing Education instructor. This type of survey can be executed in a number of ways; the scope of the survey, the number of employers to be surveyed, and the resources available will determine the method to be utilized.

To Assess the Performance of Former Students

If the viability of competency lists has been assessed by means of a survey, or through the use of advisory committees, the employer survey may focus on the core competencies actually possessed by employees who are former Marketing Education students. This can be accomplished by asking the employer to rate former students on each of a given list of skills. Another approach is to present a list of competencies, instructing the employer to identify those that the former student is lacking. This assessment may also be applied to "general competencies," such as "ability to get along with individuals." A more detailed survey might focus on specific job competencies such as "ability to complete a sales transaction."

To Elicit Employer Recommendations for Improving the Marketing Education Program

In addition to assessing competency lists and rating the performance of their employees, employers can make suggestions for improving the current offerings and better preparing learners for productive careers in marketing.

To Aid the Public Relations of the Marketing Education Program

Another side benefit of the employer survey is improved public relations between the school and the employing community. Most employers are very willing to become involved in the instructional program and every opportunity to involve them should be capitalized upon. The employer survey is an excellent way to involve employers in the development of the Marketing Education program.

ADMINISTRATION OF THE EMPLOYER SURVEY

The Selection of Employers

On the student follow-up questionnaire, which should be administered in the fall of the academic year, an item is included asking for the name and address of the student's employer and immediate supervisor. Upon receipt of the student's questionnaire, the employer survey can be addressed and mailed to the business and individual identified by the student. For an employer survey,

it is important to specify each individual's name rather than simply sending the survey to the employing agency. Because this personalizes the survey, it helps to ensure an adequate return or response to the instrument.

Development of Cover Letter

If a mail survey is being conducted, a cover letter must be prepared to accompany the instrument. This letter should attempt to establish rapport between the educational agency and the employer, indicating the purposes of the survey and giving some indication of how the results will be utilized. Many times it is advantageous to involve the advisory committee in the development and sending of the letter and questionnaire, by using letterhead of the advisory committee chairperson, or adding their signature. Refer to the example cover letter provided in Sample 1.

A stamped, self-addressed envelope should always accompany the employer survey instrument and cover letter.

Reporting the Employer Data

Data gathered from the employee data should be inserted in the model end-of-the year evaluation report and specific comments and activities of former students should be highlighted in the report.

SAMPLE 1: COVER LETTER

(School Letterhead)

DATE

Name of Individual
Business
Address
City, State, Zip

Dear _____ :

Each year the faculty and administration of _____ (High School or AVTS) survey businesses who currently employ students who were in the Marketing Education program to evaluate the employee's performance on the job. You have been identified as an employer who has hired a graduate of our program.

We are trying to determine how successful our former students are in their preparation for employment and what areas are needed to improve our graduates to make them competitive in today's labor market. You can make a tremendous contribution to the future of the Marketing Education program by completing and returning the enclosed survey form.

The information which you supply will be held in strict confidentiality. Please take a few minutes to complete this form and return it to me in the stamped, self-addressed envelope that is enclosed. I appreciate your assistance in this matter.

Sincerely,

Marketing Teacher-Coordinator

Enclosure: Survey
Mailing Envelope

EMPLOYER QUESTIONNAIRE

Name of Business: _____

Address of Business: _____

_____

Name of Person completing the survey: _____

Name of employee who is a graduate of the Marketing Education program:

_____

DIRECTIONS: Please indicate your satisfaction with the employee named above as compared with other workers at the same point of entry. If the worker is the only person employed with your firm in that group, compare him/her with others who have worked in the same position. Place an "x" in the space which best reflects your response to each item.

ITEM	ABOVE AVERAGE	ABOUT AVERAGE	BELOW AVERAGE	N/A
1. The quality of the employee's work	___	___	___	___
2. The quantity of the employee's work	___	___	___	___
3. The productivity level of the employee	___	___	___	___
4. The degree to which the employee possesses specific job-related knowledges and skills required on the job	___	___	___	___
5. The degree to which the employee is able to operate the equipment used on the job	___	___	___	___
6. The degree to which the employee possesses the basic reading, verbal, and computational skills required on the job	___	___	___	___
7. Cooperation with co-workers	___	___	___	___
8. Compliance with company policies, rules, etc.	___	___	___	___
9. The degree to which the employee has met your expectations	___	___	___	___

10. Major strengths of the employee: _____

_____

11. Areas of needed improvement of the employee: _____

_____

12. Recommendations for improvement of the graduate of the Marketing Education program: _____

_____

Please return this survey at your earliest convenience in the pre-addressed stamped envelope provided. Your assistance in this survey is greatly appreciated.

MARKETING EDUCATION INTERNSHIP SUMMARY REPORT

A summary of the positions and training stations utilized by the Marketing Education program during the academic year for those students participating in the internship phase of the program should be maintained. In addition, a record of the total hours and wages earned by each student should also be maintained.

The total hours and wages for all students enrolled in the internship phase of the program should be calculated and this data entered in the end of the year evaluation report.

MKT. ED. INTERNSHIP (Cooperative Education) SUMMARY FOR YEAR ENDING JUNE 30, 19

INSTRUCTIONS: Complete each column for each Marketing Education student who participated in the internship portion of the program.

NAME OF STUDENT	TRAINING STATION AND JOB TITLE	TOTAL WAGES FOR YEAR	TOTAL HOURS FOR YEAR	HIGHEST HOURLY WAGE RATE	LOWEST HOURLY WAGE RATE
TOTALS				XXXXXX	XXXXXX

MARKETING EDUCATION PROGRAM/SCHOOL SUMMARY FORM

The Marketing Education Program/School Summary Form allows the Marketing teacher to draw comparisons between the student population served by the program and the total student population of the local school. Data for the program can be aggregated from the Marketing Education Course Enrollment Summary Form. Data from the school can be obtained from local school administration or guidance office.

In addition, a copy of the Program/School Summary Form should be attached to the end-of-the-year evaluation report that is submitted to local school officials. It is also suggested that a copy of the summary form be retained and used for comparision purposes when developing the following year's report.

INSTRUCTIONS FOR COMPLETING:

1. Enter the total number of courses in the Marketing Education Program.

2. Identify the courses by title (i.e. Fundamentals of Marketing, Advanced Marketing).

3. Enter in the total student enrollment for the Marketing Education program.

4. Enter in the total student enrollment for the local school.

5. Determine the percentage of students enrolled in the Marketing Education program of the total school population (divide total school population into Marketing Education program enrollment for percentage).

FOR PROGRAM DATA

6. Grade Level Enrollment

   Enter grade level enrollment number of all students enrolled in the Marketing Education program (data from Course Enrollment Summary Form). Determine the percentage of each grade level of students in the Marketing Education program (divide total program enrollment into each grade level enrollment).

7. Personal Data

   Ethnicity Enrollment: Enter ethnicity enrollment of all students enrolled in the Marketing Education program (data from Course Enrollment Summary Form). Determine the percentage of each ethnicity enrollment of students in the Marketing Education program (divide total program enrollment into each ethnicity enrollment).

Gender Enrollment: Enter gender enrollment of all students enrolled in the Marketing Education program (data from Course Enrollment Summary Form). Determine the percentage of each gender enrollment of students in the Marketing Education program (divide total program enrollment into each gender enrollment).

Special Needs Enrollment: Enter special needs enrollment of all students enrolled in the Marketing Education program (data from Course Enrollment Summary Form). Determine the percentage of each special needs population in the Marketing Education program (divide total program enrollment into each special needs population enrollment).

8. Course Data

Enter in the number of students who completed all courses in the Marketing Education program and the number of students who are leavers from the course (data from Course Enrollment Summary Form). Determine the percentage of completers and leavers in the Marketing Education program (divide total program enrollment into each category).

9. Follow-up Data

Enter in the number of students by status as determined by the follow-up study conducted (data from Course Enrollment Summary Form). Determine the percentage of each status of graduates of the Marketing Education program (divide total program enrollment of seniors (12th grade) [data from grade level enrollment] into number of students in each category).

FOR SCHOOL DATA

10. Data for the categories can be obtained from local school administrators or guidance office. The same procedures outlined above for the Marketing Education program should be followed, except the total school population will be utilized.

Comparison of program percentages and school percentages of grade level enrollment, personal data, course data, and follow-up data should provide additional information that the Marketing teacher could include in the end of the year evaluation report.

MKT. ED. PROGRAM/SCHOOL SUMMARY FORM FOR YEAR, 19 - 19

TOTAL NUMBER OF COURSES IN MARKETING EDUCATION PROGRAM _____

COURSE TITLES: _____

TOTAL STUDENT PROGRAM ENROLLMENT _____ **% ENROLLED** _____

TOTAL STUDENT SCHOOL ENROLLMENT _____

	PROGRAM		SCHOOL	
GRADE LEVEL ENROLLMENT	Number	Percent	Number	Percent
Senior (12th)				
Junior (11th)				
Sophomore (10th)				
Freshman (9th)				
PERSONAL DATA				
Ethnicity Enrollment	Number	Percent	Number	Percent
White				
Black				
Hispanic				
Other				
Gender Enrollment	Number	Percent	Number	Percent
Male				
Female				
Special Needs Enrollment	Number	Percent	Number	Percent
Disadvantaged				
Handicapped				
Other				
COURSE DATA	Number	Percent	Number	Percent
Completers				
School Leavers				
FOLLOW-UP DATA	Number	Percent	Number	Percent
Employed (FT)				
Employed (PT)				
Marketing Related				
Further Ed. (2 yr)				
Further Ed. (4 yr)				
Marketing Related				
Armed Forces				
Not Applicable				

MODEL END-OF-THE-YEAR EVALUATION REPORT

The Model End-of-the-Year Evaluation Report supplies the framework in which the Marketing teacher can report data gathered from the various documents in a logical format. Headings and explanations for each section have been provided.

The Marketing teacher may wish to add additional information or data gleaned from the forms. This could include comparisons from program/school data, comments from students on the follow-up study, employers' comments from the employer survey and other pertinent facts or figures to indicate the progress of individuals in the Marketing Education program.

Copies of the completed End-of-the-Year Report, including a completed copy of the Program/School Summary Form, should be submitted to local school administration including the Principal, Vocational Director, and Guidance Counselor. Additional copies should be provided to members of the program Advisory Committee and any other interested individuals.

The End-of-the-Year Report can be an invaluable public relations tool as well as meeting the requirements of a local program evaluation.

MODEL END-OF-THE-YEAR EVALUATION REPORT

Introduction

Marketing Education represents a body of instruction focused on marketing, including merchandising and management. The instructional program is designed to meet the educational and training needs of students who have employment or self-employment goals in marketing or have employment goals in another field and wish to acquire marketing competencies as part of their preparation.

Courses Offered/Enrollment

The marketing education program at _____ (High School or AVTS) consists of the following courses:

[*list courses*]

Enrollment and types of students in these courses consisted of:

Course	Grade	Enrollment	Ethnicity	Gender	Special Populations

[*insert data obtained from course enrollment summary form or program/school summary form*]

Of the ____ seniors who entered the program at the beginning of the academic year, _____ completed the program for a retention rate of _____ percent.

[*insert data obtained from course enrollment summary form or program/school summary form*]

Curriculum

In broad terms, successful workers in marketing are skilled in the functions of marketing; know how to relate to people; are computer literate and able communicators; reflect a positive work ethic; draw on all of their educational achievements; know their product or service area; and apply economic understandings in a private enterprise system and international commerce. Based on these desirable competencies for initial employment and upward mobility, the Marketing Education curriculum utilizes a vocational instructional management system with identified core competencies.

This instructional management system allows for evaluation of each student's achievement against a standard of accomplishment. Based on this standard of accomplishment for the curriculum in the

Marketing Education program _____ percent of the students enrolled in the [*list courses, i.e. Fundamentals of Marketing, Advanced Marketing*] course demonstrated mastery of _____ percent or better of the core competencies. [*determine number of core competencies utilized in each course and the number of core competencies recorded as mastered by each student to determine the percentage*]

Marketing Education Internship

Applied learning skills in the marketing education program may take the form of cooperative education (referred to as internships). This year _____ students enrolled in the cooperative education portion of the program. These students totaled _____ hours of employment and earned wages totalling $ _____ for the academic year. A large amount of these wages are put back into the local economy by the students.

[*insert data obtained from internship summary form above*]

Students were placed in a variety of marketing positions within local businesses in the community. These businesses and positions included:

[*list training stations utilized and positions of students from internship summary form*]

Training Station	Student Position

Advisory Committee

An active advisory committee insures that the instruction in the marketing education program is consistent with business and industry employment needs. Members of the Marketing Education Advisory Committee for this past academic year were:

[*list name, business and position of members of the Marketing Education Advisory Committee*]

Name	Business	Position

The Marketing Education Advisory Committee meets on a regular basis and develops a program of activities designed to assist in the improvement of the Marketing Education program. Major activities of the advisory committee for this academic year included:

[*list major activities of the Advisory Committee--refer to minutes of meetings and other documents*]

Recommendations for improvement of the Marketing Education program by the Advisory Committee include:

[*list major recommendations made by advisory committee*]

DECA

DECA, the vocational student organization, is an integral part of the instruction within the Marketing Education program. DECA's program of activities motivates students to increase their leadership and creative abilities, reinforces competencies developed in the curriculum and encourages a competitive spirit. Major activities undertaken as part of the program of activities this year included:

[*list major activities of local DECA Chapter*]

In addition, members of the DECA Chapter participated in district, state and national competition and were awarded the following honors:

[*list honors awarded local DECA members*]

FOLLOW-UP DATA OF GRADUATES

Each year, graduates of the Marketing Education program are surveyed to determine their current status. Last year, _____ students graduated from the Marketing Education program. Follow-up of these graduates show that _____ are currently employed full-time and ____ part-time. _____ of these graduates are employed in marketing related positions.

[*insert data in numbers from course enrollment summary form or program/school summary form*]

A survey was conducted of employers of those students who were employed after graduation. Data from this survey indicated that graduates of the Marketing Education program were [*enter data or information tabulated from employer questionnaire that illustrates preparation of individuals from program*] . Employers offered the following general recommendations concerning graduates of the program:

[*list recommendations from employer questionnaire*]

Of those students graduating last year, _____ are pursuing higher education at either a two-year or four-year institution. _____ of these graduates continuing their education are majoring in marketing related fields.

Of the remaining graduates from last year, _____ entered the armed forces and we were unable to determine the status of _____ students.

[*insert data in numbers from course enrollment summary form or program/school summary form*]

Summary

[*provide any summary data/remarks/conclusions/recommendations about the Marketing Education program*]